

Proposal for a new degree

**EDUCATIONAL SPECIALIST DEGREE (EdS)
IN COUNSELOR EDUCATION**

College of Education
Augusta State University
Augusta, Georgia 30904-2200

Starting Date Requested: August 1, 2009

Submitted by:



William A. Bloodworth, President

Date Submitted:

February 11, 2009

Proposal for a New Degree

**EDUCATIONAL SPECIALIST DEGREE (EdS)
IN COUNSELOR EDUCATION**

Institution: Augusta State University

Date: January 14, 2008

Unit: College of Education

Name of Proposed Degree: Educational Specialist (EdS) in Counselor Education

CIP Code: 13.110101 - Counselor Education

Proposed Starting Date: August 1, 2009

Executive Summary is in Appendix A

1. Program Description and Objectives

The Education Specialist (EdS) Program in Counselor Education is designed for individuals who already hold a master's in counseling or a related field (psychology, social work, marriage and family). The program objectives are to assist practicing counselors 1) to develop greater expertise and leadership skills in their current field and 2) to gain knowledge in the supervision of counselors. The program will build upon the knowledge, skills, and dispositions that students have gained in the existing Counselor Education Master's degree specialty areas of Community Counseling and School Counseling.

The College of Education mission statement begins:

The College of Education is committed to excellence in the preparation of teachers, counselors, and administrators for service with diverse populations in a wide variety of educational settings. The professionals involved in the various preparation programs prepare students for today's classrooms through a collaboratively developed series of courses and appropriate field experiences while demonstrating outstanding teaching techniques and procedures from relevant research and best practices.

This mission is directly related to the University mission statement of being “. . . committed to excellence in teaching, advancement of knowledge, and enrichment of the community in a climate that fosters humane values and a lifelong love of learning” and “. . . obligates the university to be open to the voices of all its members, to be responsive to the needs of its community, and to measure its success by the success of its students.”

Augusta State University's (ASU) Master in Education (MEd) Counselor Education Program currently prepares professional counselors at the graduate level in the specializations of School Counseling and Community Counseling. The mission statements for both of these programs further support the College of Education and University's commitment to excellence in preparing professionals who provide direct

services to students and the general public. The School Counseling Program mission statement starts:

The mission of the ASU School Counseling Program is to educate Professional School Counselors. Through training in leadership, advocacy, collaboration and teaming, and systemic change, graduates become ethical, collegial, democratic, and self-actualizing change agents who enhance students' academic success and increase student social/emotional development and career preparedness. We are committed to educating professional school counselors skilled in identifying and removing barriers that impede equal access to educational and career opportunities for all students."

The ASU Community Counseling Program parallels this commitment to social and educational equity by stating its mission is to "prepare highly skilled professional counselors for work in a range of community and agency settings. Our graduates become knowledgeable, ethical, collegial and self-actualizing change agents who are role models for the clients whom they serve."

The proposed EdS Degree in Counselor Education would offer counselor professionals advanced training in their fields that would lead to an expansion of these mission statements, to create community and school counselors who are more self-aware, more knowledgeable about current counseling policies and practices, more skilled at working with other professionals to effect change, and more experienced and effective practitioners who are more responsive to the particular issues of students and clients needing counseling in the state of Georgia.

This program addresses at least two of the University's strategic goals: (1) assisting and encouraging students to become intellectually and ethically informed individuals with defined skills and knowledge, who are capable of leadership and creative endeavors and have an appreciation of the importance of lifelong learning; and (2) maintaining high-quality academic programs in which curricular offerings are continuously updated to meet the needs of a rapidly changing world and a dynamic career marketplace.

New educational initiatives over the past ten years have significantly changed the field of school counseling. It is necessary for currently-practicing school counselors to become more familiar with change areas in order for them to effectively promote academic achievement, social-emotional development, and career development of students that they serve in Georgia schools. The EdS Counselor Education Program will provide a venue for school counselors to learn more about these changes, while further clarifying their professional identity and developing greater proficiency in effectively counseling with students.

Additionally, the EdS Program will provide opportunities for practicing community counselors to further develop their clinical counseling skills, theoretical orientations and techniques, while attaining coursework in supervision. For licensed professional counselors (LPCs), once they have completed a supervision course, they can be

recognized by the Georgia Composite Board of Professional Counselors as approved counseling supervisors. Then they may provide needed supervision services to newer practicing counselors who are pursuing professional licensure.

Graduate students currently enrolled in the Master of Education (MEd) degree in Counselor Education Program are highly diverse according to their ethnicity, socioeconomic status, age, religion and geographical point of origin. Approximately one-third of program graduates are of other than Euro-American origin – a percentage that is expected to increase with the implementation of the EdS Program because additional, better, and more attractive opportunities will become available to prospective students. This trend fulfills Counselor Education Program Objective number nine, which is to implement its Diverse Student Recruitment Plan “...to increase student racial, ethnic, and gender diversity by 5% each year until it matches the region's demographics in these areas.” It also promotes the University’s Goal number three, of being a program “...that meets the needs of traditional and nontraditional students who are diverse in ethnicity, gender, background, age, and academic preparation.”

The EdS Program requires completion of 30 hours of post-graduate study. Admissions criteria will include a master’s degree in counseling or a related field from an accredited program, Graduate Record Exam (GRE) or Millers Analogy Test (MAT) scores, a 3.25 minimum grade point average (GPA) on all graduate work, graduate level transcripts, a letter of intent, three letters of recommendation, and an interview with program faculty. Full-time program faculty will teach seven new courses that have been created specifically for this degree. Three other education and research courses will be taught by other faculty in the College of Education.

It is estimated that the revenues generated by students in the program will exceed the costs associated with its implementation. The fiscal impact is outlined in detail in Section 15.

As noted earlier, the EdS Degree Program curriculum has been developed to address the needs of both school and community counselors in the University’s service area. Program curricula at several national institutions were examined in developing the course of study for the ASU EdS Counselor Education Program.

A well-qualified faculty for this degree is already in place with full Council for the Accreditation of Counseling and Related Educational Programs (CACREP), National Council for the Accreditation of Teacher Education (NCATE) and Professional Standards Commission (PSC) accreditations of the Counselor Education programs. University Hall houses the College of Education and is a state-of-the-art education/classroom building on the Augusta State University campus that has been in operation for only four years. The building offers modern classrooms with the latest technology for instruction and for learning; student computer labs; spacious student study areas on each floor; access to the faculty and advisors of the College of Education; and, Media Services support programs for students, faculty and staff. No additional facilities will be required for the EdS degree program.

The desegregation impact already has been discussed above. Based upon recent survey results (described below) and trends in the current Master's degree program, it is estimated that the EdS program will attract fifteen new students each year. Students who complete the program will receive the designation *Education Specialist in Counselor Education* on their diplomas.

2. Justification and Need for the Program

President Bush's *No Child Left Behind* (2001) initiative seeks to rectify the long-standing achievement gap between Euro-American and African-American and other minority students. With this enterprise, a transformation has taken place in the school counseling field, initiated by The Education Trust and the American School Counseling Association's (ASCA) *National Model for School Counseling Programs* (2002). This transformation involves a dramatic change in school counselor identity, shifting the school counselor's role from one of counselor and consultant, to one which also includes leader, coordinator, and advocate for systemic change. All school personnel – teachers, principals, and counselors – are responsible for fulfilling this mission. However, school counselors are in a unique position to, and have been charged with, identifying significant discrepancies in achievement and remediating existing inequities by developing and implementing programs and initiating policy changes.

Indeed, the Board of Regent's of the University System of Georgia noted the need for newly-trained school counselors to be educated in these areas when they implemented their *Principles for the Preparation of School Counselors* in 2004. The *Principles* outline specific standards to which all University System of Georgia school counselor preparation programs must adhere. The MEd Counselor Education Program successfully addresses all of the specified training principles. These standards embrace the guidelines set forth by the ASCA *National Model* described above.

The EdS Counselor Education Program will further educate current school counselors in these new roles. For several years, school principals, district administrators and practicing school and community counselors have indicated to us that there is a need in the community for an EdS Counselor Education Program. School counseling district administrators in particular have expressed concern that currently practicing counselors need to become more familiar with the standards set forth in the ASCA *National Model* (2002). Since 2005, program faculty has been invited to make at least four presentations about the *National Model* at counselor in-service meetings for Columbia and Richmond county school systems. Adding the EdS Counselor Education Degree Program will assist practitioners to further develop and refine advanced knowledge, skills and dispositions related to these important principles for practicing school counselors in our service area and throughout Georgia and South Carolina.

Approximately thirty percent (30%) of the current school counselors in both Richmond and Columbia counties, the largest surrounding counties, received their Master's degrees in Counselor Education from ASU. Many of these professionals are seeking to further

improve on their counseling and community professional skills. This degree program will accomplish this goal while working within the certification guidelines of the Georgia Professional Standards Commission (PSC), the certification granting agency, to help school counselor's move to the next level of certification.

In 2007 a survey was conducted to determine local level of interest in an EdS Counselor Education Program. Fifty-seven current school counselors and community counselors in the Central Savannah River Area (CSRA) responded. Over half (55%) of the respondents said they would be interested in enrolling in an EdS counselor education program within the next two years, while 15% said they would pursue the advanced degree within the next five years, for a combined total of 70% expressing an interest in enrolling in such a program in the next five years. These results clearly indicate there is a significant number of counseling practitioners ready to pursue this degree.

In 1998-1999 ASU had an EdS Degree Program in Counselor Education in collaboration with Georgia Southern University. Program faculty began developing courses towards the EdS being offered solely at ASU at that time. Two courses were fully developed, approved, and listed in the course catalog, but were never offered. Because of a scarcity of faculty, the Dean of the College of Education at that time decided to discontinue pursuing the EdS program at ASU. The Counselor Education Program now has three full-time faculty, with a fourth to be hired in fall 2008. The faculty now can meet the need in terms of course offerings that the EdS program will require.

Additionally, school and community counseling practitioners who complete the EdS program are also Board of Examiners-approved licensed professional counselors (LPCs) in the state of Georgia. Upon completion of the course in supervision, students will be able to register as approved supervisors with the licensure board. This is a benefit for advanced practitioners, because they may thereafter serve as clinical supervisors for other practitioners who are working on achieving licensure status.

Public and private institutions in the state that currently offer the EdS Degree in Counselor Education include: Clark Atlanta University, Columbus State University, Georgia Southern University, Georgia State University, State University of West Georgia, University of Georgia, and Valdosta State University. None are closer than a one and one-half hour drive to Augusta.

3. Procedures used to develop the program

The Counselor Education Program has been investigating the implementation of this program for many years. Only recently has a formal proposal been developed and submitted on campus through the formal approved governance process. Procedures leading to the development of the program include:

Requests from employers and practitioners in the CSRA (Central Savannah River Area): As noted earlier, school principals, school counseling district administrators and practicing school and community counselors have indicated to us that there is a need in

the community for an EdS Counselor Education Program. School and community counselors returning to ASU to take post-graduate courses to maintain licensure and/or certification requirements have been limited in their selection of courses, since many of the courses offered were a part of their former program of study. The EdS program will offer a variety of courses that may be more aptly suited to practitioners' specific advanced learning and professional development needs.

Survey conducted: As noted earlier, in a 2007 survey over half (55%) of the respondents said they would be interested in enrolling in an EdS Counselor Education Program within the next two years, while 15% said they would pursue the advanced degree within the next five years. These results clearly indicate there is a significant number of counseling practitioners ready to pursue this degree.

Requests from students in graduate programs: Students previously enrolled in the MEd counseling graduate program have requested advanced graduate level training in the counseling field. Many of these students have sought Ed.S or other advanced degrees in other programs (Educational Leadership, Curriculum and Instruction) or at other universities because there was no EdS Counselor Education Program currently available at ASU.

Achieving CACREP accreditation in 2006 has brought more graduate students into the MEd counselor education program. The program has seen a 15% increase in accepted students over the last year and a half. Many of these students have expressed an interest in continuing to post-graduate work in an EdS counseling program once their Master's degree program is completed.

Collaborative programs with the Teacher Education Unit on campus: The proposed EdS counselor education program will add two new courses in which graduate students in other EdS programs in the Teacher Education Unit may enroll. These include COUN 7930: Advanced Multicultural Awareness for Counselors and Educators and COUN 7990: Professional and Community Collaboration for Counselors and Educators. There is great movement within the counseling and educational fields for more collaboration among community stakeholders, school counselors, teachers and school administrators. These courses will enhance participants' skills in working with other related professionals for the benefit of the students whom they serve.

4. Curriculum

The course of study to complete the EdS Degree Program in Counselor Education is as follows

(all courses are three credits unless otherwise noted):

Educational Foundations Courses (6 hours)

EDUC 7021 Conducting Educational research (required)

EDUC 7004 Philosophy of Education or

EDUC 7005 History of American Education or

EDUC 7006 Comparative Education

Counseling Core courses (21 hours)

COUN 7910 Professional Identity and Development in Counseling
COUN 7930 Advanced Multicultural Awareness for Counselors and Educators
COUN 7940 Advanced Counseling Theory
COUN 7960 Counseling Supervision
SPED 7024 Technical and Professional Writing (EDUC 7021 prerequisite)
COUN 7965 Advanced Counseling Practicum in Supervision I (1 credit)
COUN 7966 Advanced Counseling Practicum in Supervision II (1 credit)
COUN 7967 Advanced Counseling Practicum in Supervision III (1 credit)
Either COUN 7970 Advanced Seminar in Group Counseling or
COUN 7990 Professional and Community Collaboration for Counselors and

Educators

Elective Courses (3 hours)

COUN 6800/7800 Assessment, Diagnosis and Intervention in Counseling
COUN 6860/7860 Counseling Children and Adolescents
COUN 6780/7780 School Counseling
COUN 6700/7700 Marriage and Family Counseling
COUN 6790/7790 Community Counseling
COUN 6950/7950 Problems and Issues in the Practice of Counseling

A copy of a sample program of study is included in **Appendix B**.

The Educational Foundations courses already exist and are offered on a regular basis in existing EdS programs in the College of Education. All of the Counseling Core courses are newly-developed courses. The SPED 7024 Technical and Professional Writing course was collaboratively developed by counseling and special education faculty to assist students in completing a manuscript for submission to a national or regional journal, one of the program's graduation requirements. The prerequisite for this course is EDUC 7021 Conducting Educational Research.

A course description for each course is included in **Appendix C**.

The six elective courses will be cross-listed with graduate level courses currently offered in the Master's Counselor Education program. EdS students may not choose an elective course that was completed during their Master's level program from this list.

The new courses are proceeding through the approval process along with this proposal.

During COUN 7980/7981/7982, the Advanced Counseling Practicum I, II, and III courses, students will gain experience in supervision of counselor trainees by providing individual supervision for students in the Master's program who are completing practicum and internship experiences. This is a common method utilized by institutions nationally and is endorsed by CACREP (Council for the Accreditation of Counseling and

Related Educational Program). At the beginning of each semester, program faculty will pair a Master's student with EdS student supervisor and they will meet individually once per week for the purpose of supervision. Suitable locations on campus, such as the Counselor Education Training Center, (CETC) will be made available for these weekly meetings. EdS students will receive weekly group supervision by program faculty. At these meetings, faculty will monitor both the growth of supervision skills in EdS students. Program faculty will also meet weekly in group supervision with Master's students to monitor development of their counseling skills.

Graduation requirements include 1) satisfactory completion of all coursework (3.0 or better average), 2) presentation at a local, state, regional or national conference, 3) completion of an action-based research project, and 4) submission of a manuscript for state, regional or national publication.

This program will require no accreditation from national or professional agencies beyond the Southern Association of Colleges and Schools (SACS) accreditation for the university and the NCATE and PSC accreditation. This has been confirmed by the ASU Faculty Assistant to the President and Assessment Liaison Ray Whiting.

5. Inventory of faculty directly involved

Curriculum vitae of faculty directly involved in the Ed.S Counselor Education Program, including details of degrees, publications, and professional activities are presented in **Appendix D**.

6. Outstanding programs of this nature in other institutions

University of South Carolina (USC) at Columbia
John McFadden, Ph.D.
jmcfadde@gwm.sc.edu
803-777-5553

Auburn University (AU)
Debra C. Cobia, Ed.D.
cobiadc@auburn.edu
334-844-4446

University Central Florida (UCF)
Mike Robinson, Ph.D.
erobinso@mail.ucf.edu
407-823-3819

The programs listed above are outstanding programs offering Master's, Education Specialist and Doctoral Programs in the Counselor Education field. Each year, the Southern Association of Counselor Education and Supervision (SACES), the southern region branch of the Association for Counselor Education and Supervision (a division of

the American Counseling Association), presents awards to exemplary programs in the counseling field. Receiving these awards, which are judged by peers, is one of the highest honors an institution can receive. Recipient programs demonstrate outstanding pre-service and in-service training in areas such as counseling and technology, career development, counseling supervision, practicum and internship, evaluation and training methods, and counseling exceptional populations. Each program named above received the Outstanding Counselor Education Program Award – USC in 2002, AU in 2003 and UCF in 2005.

Elements of the USC's EdS program, which will also be reflected in the ASU EdS program, are the foundation of dispositions needed to be reflective and ethical counseling practitioners, and a commitment to helping others understand and appreciate diversity and to actively work towards social justice. AU's and UCF's programs also emphasize the areas of multicultural competence, technological competence, and ethical competence in their curriculum, as will ASU's program.

Geared to school and community counselors, the USC and AU programs are both 30-hour degree programs, and require field experiences in courses, as well as practica in supervision, elements which ASU's program will share.

7. Inventory of pertinent library resources

Reese Library will be able to support a new EdS Degree in the College of Education at Augusta State University. Research and learning resources are provided by the Library, Media Services, and the Curriculum Lab. Media Services and the Curriculum Lab are housed in University Hall with the College of Education.

Library Instruction: A major goal is to help the graduate faculty and students maintain their information literacy skill sets. The Library provides classes and workshops for students and faculty.

Reference and Circulation Services: The Reese Library building is staffed 86.5 hours per week. A library faculty member is available when the library is open. The Library's online services are accessible to ASU faculty, students and staff via any computer connected to the Internet. Individual and group study areas are available with self-service photocopiers and materials placed on reserve for students in the Library or through electronic reserves on the campus network. The Library provides a website (www.aug.edu/library), flyers and brochures to help library users navigate the building and library services.

Library Computing and Automation: There are computers available in the first floor INFOSQUARE area, in Reference, in Government Documents, and in a lab and electronic classroom on the third floor. The Library's online catalog, GIL, provides bibliographic access to the library's collections and contains links to various online resources. Full text products, bibliographic databases and other links provided by ASU are merged into GALILEO, the University System of Georgia's virtual library.

Information Resources: The College of Education (COE) is provided an allocation from the Library's collection development budget for books, journals and media to support COE's teaching and research. When new programs are added to the University's curriculum, the need for additional funding for information resources is made known by the Library and the College to the Vice-President for Academic Affairs. The University's administration is understanding and as responsive as possible to these needs. All books, journals, media and other learning resources available in Reese Library, Media Services and the Curriculum Center are listed in GIL online catalog. Access to books in the other University System of Georgia libraries is available through a universal catalog and an interlibrary lending/borrowing system called GIL Express. The Library also provides ILLiad, an electronic request/delivery system for books and journal articles.

Books: The Library currently provides nearly 14,000 books in the Education (L) Library of Congress classification range. There are also over 2000 electronic online books related to teaching related disciplines available in ASU NetLibrary. The more than 503,000 volumes comprising the Library's total collections support the information and research needs of post graduate students and education majors in their various subject specialties.

Journals: Currently ASU subscribes to over 200 print and electronic full-text journals directly related to education. For additional journal access, students and faculty at Augusta State University have access to the same journals as students and faculty at all the other University System of Georgia institutions through GALILEO. ASU also offers additional full-text resources, bibliographic indexes, and web resources.

Overall, access is available to numerous educational resources: ERIC, Academic Search Premier, Research Library, MERLOT, Middle Search Plus, Primary Search, GAcollge411, Open College Source, MIT OpenCourseWare, PsychINFO, PsychARTICLES, WilsonOmniFile Mega, Library Literature and Information Science, Applied Social Sciences Index and Abstracts, SocINDEX with Full Text, MasterFILE Premier, Mental Measurements Yearbook, Physical Education Index, and the Professional Development Collection (Education). For historical coverage ASU provides JSTOR and Project Muse which offers full-text coverage of core education journals and core journals in twenty-eight additional academic disciplines, some dating back to the 19th century. ASU library users have access to over 25,000 full-text journals either in print or online in all academic disciplines.

Other resources: The library is a Government Document depository and receives almost all publications of the Department of Education.

Media Services and the Curriculum Center also provide extensive resource support to the College of Education in the form of media and instructional technology, study and test review materials, children's books and other curriculum support resources. Media Services also manages and maintains the instructional support technology delivered in all the University's classrooms.

Given all these resources, no additional library support is needed to support the EdS Degree in Counselor Education Program.

8. Student qualifications

Students entering this program will already hold a Master's degree in Counselor Education or related field from an accredited institution. Students for this program will be recruited from the existing counties in our service area that include Richmond, Columbia, McDuffie, Burke, and Jefferson counties in Georgia; and, Aiken and Edgefield counties in South Carolina, as well as from across the state and country. Students with diverse backgrounds (varying ethnicity, socioeconomic status, age, religion and geographical point of origin) will be sought through implementation of the Master's Degree Counselor Education Program's existing *Diverse Student Recruitment Plan* (see **Appendix E**).

9. Facilities

University Hall, a state of the art education/classroom building on the Augusta State University campus, has now been in operation for over four years and offers modern classrooms with technology for instruction and for learning, student computer labs, spacious student study areas on each floor, access to the faculty and advisors of the College of Education, and Media Services support programs for students, faculty and staff. No new facilities or equipment is required for the administration of this program.

10. Administration

The proposed EdS in Counselor Education degree will be administered under the existing graduate programs in the College of Education with admission, retention and exit requirements being consistent with existing graduate programs. There are no administrative changes expected.

11. Assessment

Assessment will be the same as existing procedures for all other nationally or state accredited teacher education programs in the College of Education and will be part of continuing accreditation visits by these accrediting agencies.

12. Accreditation

The proposed EdS in Counselor Education program will be accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC). In addition, the ASU MEd in Counselor Education program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). However, CACREP does not have standards for the accreditation for EdS counselor education programs. Southern Association of Colleges and Schools (SACS) has no specific accreditation requirements that differ from any other graduate program in the College of Education. This has been confirmed by the ASU Faculty Assistant to the President and Assessment Liaison Ray Whiting.

13. Affirmative Action Impact

As noted earlier, about one-third of students in the Master's Degree Counselor Education Program are of varying ethnicity, socioeconomic status, age, religion and geographical point of origin. It is part of the counseling program's mission to actively recruit students of a diverse nature and to increase this number every year. This will be done through implementation of the program's Diverse Student Recruitment Plan (**Appendix E**).

The counseling program is also committed to attracting diverse faculty members to teach and serve as role models in the program. The Department of Educational Leadership, Counseling and Special Education has a Diverse Faculty Recruitment Plan, which outlines strategies for the recruitment, support and retention of diverse faculty. Various approaches from this plan are implemented during all counseling faculty searches.

14. Degree Inscription

Graduates of this program will earn an Educational Specialist in Counselor Education, CIP code 13.110101-Counselor Education.

15. Fiscal and Enrollment Impact, Estimated Budget

I. ENROLLMENT PROJECTIONS:

	(Year 1)	(Year 2)	(Year 3)	(Year 4)
	FY 09	FY 10	FY 11	FY 09
A. Student Majors				
1. Shifted From Other Programs	0	0	0	--
2. New To Institution	15	30	30	--
Total Majors	15	30	30	
B. Course Sections Satisfying Program Requirements				
1. Previously Existing	3	3	3	--
2. New	6	6	6	--
Total Program Course Sections	9	9	9	
C. Credit Hours Generated by Those Courses				
1. Existing Enrollments	0	0	0	--
2. New Enrollments	405	810	810	--
Total Credit Hours	405	810	810	
D. Degrees Awarded	0	14	28	28

These projections are based on survey results which indicate that approximately 30 students will enter the program in the first two years of the program, and informal surveys of current MEd students show that at least 15 currently-enrolled students desire to continue in the program when the advanced degree program is implemented. As such, the projection of 20 new students per year is conservative.

Most students expressing an interest in taking this advanced degree program are working full or part-time jobs. Thus, it is conservatively estimated that each of the 15 students will take an average of 6 classes per year.

II. COSTS:

	(Year 1)	(Year 2)	(Year 3)
3)			
	FY 09	FY 10	FY 11
A. Personnel – Reassigned or Existing Positions			
1. Faculty	0	0	0
2. Part-Time Faculty	14,000	6,000	0
3. Graduate Assistants	0	0	0
4. Administrators	0	0	0
5. Support Staff	0	0	0
6. Fringe Benefits	4620	1,980	0
7. Other Personnel Costs	0	0	0
Total Existing Personnel Costs	18,620	7,980	0
B. Personnel – New Positions			
1. Faculty	0	58,000	58,000
2. Part-Time Faculty	0	0	0
3. Graduate Assistants	0	0	0
4. Administrators	0	0	0
5. Support Staff	0	0	0
6. Fringe Benefits	0	19,140	19,140
7. Other Personnel Costs	0	0	0
Total New Personnel Costs	0	77,140	77,140
C. Start-Up Costs (One-Time Expenses)			
1. Library/Learning Resources	0	0	0
2. Equipment	0	2,000	2,000
3. Other	0	0	0
Total Start-Up Costs	0	2,000	2,000
D. Phys. Facilities: Const. or Major Renovation	0	0	0
E. Operating Costs			
1. Supplies / Expenses	250	500	500
2. Travel	100	300	300
3. Equipment	0	0	0
4. Library / Learning Resources	0	0	0
5. Other (additions to new position)	0	0	1,500
Total Recurring Costs	350	800	800
GRAND TOTAL COSTS	18,970	87,920	79,940

It is anticipated that two new faculty will need to be hired in the second and third years. This is due to the fact that the Master's Degree program has grown 15% in the last 1½ years. Attaining the CACREP accreditation in 2006 has contributed to this growth. By 2009, we anticipate having at least 80 students in the Master's Degree Program, which will create the need for 7-8 new sections of Communication Skills in Counseling, Counseling Practicum and Counseling Internship courses per year, courses with limited enrollment and smaller size. As the regular full-time faculty are teaching the EdS courses, two new faculty will be needed to continue to support both the Master's and EdS Counselor Education Degree Programs.

REVENUE SOURCES

	(Year 1)	(Year 2)	(Year 3)
	FY 09	FY 10	FY 11
A. Source Of Funds			
1. Reallocation of Existing Funds	0	0	0
2. New Student Workload	0	0	0
3. New Tuition	35,910	71,820	71,820
4. Federal Funds	0	0	0
5. Other Grants	0	0	0
6. Student Fees	12,150	24,300	24,300
7. Other	0	0	0
Sub Total	48,060	96,120	96,120
New State Allocation Requested	-29,090	-8,200	-16,180
GRAND TOTAL REVENUES	48,060	96,120	96,120
B. Nature Of Funds			
1. Base Budget	48,060	96,120	96,120
2. One-Time Funds	0	0	0
GRAND TOTAL REVENUES	48,060	96,120	96,120

In-state tuition was calculated at \$133 per credit hour at ASU. It is anticipated that 15 new students will take an average of 6 courses per year, which would generate 270 credits, and produce revenue of \$35,910 in new tuition, and \$12,150 in student fees, for a revenue total of \$48,060 the first year. These numbers would be doubled the second year.

The program will be able to sustain itself based on these conservative estimates.

APPENDIX A

Executive Summary

Executive Summary

EDUCATION SPECIALIST IN COUNSELOR EDUCATION

Program Summary

The proposed Education Specialist (EdS) Program in Counselor Education is designed for individuals who already hold a master's in counseling or a related field (psychology, social work, marriage and family). The program objectives are to assist practicing counselors 1) to develop greater expertise and leadership skills in their current field and 2) to gain knowledge in the supervision of counselors. The EdS degree will complement the existing Master of Education in Counselor Education degree program by offering opportunities for advanced graduate study. The program will build upon the knowledge, skills, and dispositions that students have gained in the existing Counselor Education Master's degree specialty areas of Community Counseling and School Counseling.

Fit of Institutional Mission and Strategic Plan

The program objectives of the proposed EdS Program in Counselor Education are directly related to the missions of both the University and the College of Education. The University mission statement emphasizes being "... committed to excellence in teaching, advancement of knowledge, and enrichment of the community in a climate that fosters humane values and a lifelong love of learning" and that "... obligates the university to be open to the voices of all its members, to be responsive to the needs of its community, and to measure its success by the success of its students." The proposed EdS Degree in Counselor Education would offer counseling professionals advanced training in their fields that would lead to an expansion of these mission statements, to create community and school counselors who are more self-aware, more knowledgeable about current counseling policies and practices, more skilled at working with other professionals to effect change, and more experienced and effective practitioners responsive to the particular issues of students and clients needing counseling in the state of Georgia.

The proposed program addresses at least two of the University's strategic goals: (1) assisting and encouraging students to become intellectually and ethically informed individuals with defined skills and knowledge, who are capable of leadership and creative endeavors and have an appreciation of the importance of lifelong learning; and (2) maintaining high-quality academic programs in which curricular offerings are continuously updated to meet the needs of a rapidly changing world and a dynamic career marketplace.

Because new educational initiatives over the past ten years have significantly changed the field of school counseling, currently-practicing school counselors must familiarize themselves with change areas in order for them to effectively promote academic achievement, social-emotional development, and career development of students they serve in Georgia schools. The EdS Counselor Education Program will provide a venue for school counselors to learn about these changes, while further clarifying their

professional identity and developing greater proficiency in effectively counseling with students.

Indeed, the proposed EdS program will further promote the 2004 *Principles for the Preparation of School Counselors* promulgated by Board of Regents of the University System of Georgia. The *Principles* outline specific standards to which all University System of Georgia initial school counselor preparation programs must adhere. The MEd Counselor Education Program successfully addresses all of the specified training principles. The EdS program would further enhance practitioner's competence and effectiveness as they work with children in Georgia's K-12 schools.

Connection to the Board of Regents Strategic Plan

The proposed EdS program also promotes the Board of Regents strategic goals three and four. Strategic goal three is to "Increase the System's participation in research and economic development to the benefit of a global Georgia," and to "enhance and encourage the creation of new knowledge and basic research across all disciplines." Over thirty percent of current school counselors in two of ASU's surrounding counties are graduates of ASU's MEd program in School Counseling. Many of these employees are the same survey respondents who are interested in pursuing the advanced EdS degree. A graduation requirement of the EdS program will be completion of action research that is suitable for publication. These employees will be directly applying their knowledge and skills to promote the achievement of all students in the P-12 schools in Georgia in which they work. Producing more capable and proficient school counselors who are currently working in K-12 systems also advances Board of Regents strategic goal four, which is to "Strengthen the USG's partnerships with the state's other education agencies."

Links to Economic Development

School counselors who receive more advanced training through the EdS program in Counselor Education will further assist teachers and principals in Georgia's K-12 schools in creating a more educated Georgia. When K-12 students are more educated, they are more likely to give back to their communities and promote a sustaining economy. Moreover, tuition monies generated through the proposed EdS program will more than offset the costs involved, creating a greater economic benefit for the University and University system.

Need and Demand

School counseling district administrators have indicated that because the school counseling field has undergone substantial changes over the last ten years, there is need for more opportunities to educate currently-employed counselors in these changes. The proposed EdS program is a most viable and promising avenue for seeking such advanced training. Requests for current students in the MEd counseling program also indicate a desire to take their education to the next level. Lastly, in a survey conducted in 2007, over half (55%) of the respondents said they would be interested in enrolling in an EdS Counselor Education Program within the next two years, while 15% said they would pursue the advanced degree within the next five years. These results clearly indicate there is a significant number of counseling practitioners ready to pursue this degree.

APPENDIX B

Program of Study Information

AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
 Department of Educational Leadership, Counseling and Special Education
EdS with a Major in Counselor Education

ADVISING SHEET

Name _____ Student ID# _____

Address _____
 Street and Number City State Zip

Home Phone _____ Work Phone _____ Other _____

Acceptance Date _____ ASU Email _____ @aug.edu

EdS Foundation Courses (6 hours required)

EDUC 7021 Conducting Educational Research (required)	3		
EDUC 7004 Philosophy of Education	3		
EDUC 7005 History of American Education			
EDUC 7006 Comparative Education			

EdS Counseling Core Courses (21 hours required)

COUN 7910 Professional Identity and Development in Counseling	3		
COUN 7930 Adv. Multicultural Awareness for Counselors & Educators	3		
COUN 7940 Advanced Counseling Theory	3		
COUN 7960 Counseling Supervision	3		
SPED 7024 Technical and Professional Writing (EDUC 7021 prereq.)	3		
COUN 7965 Advanced Practicum in Counseling Supervision I	1		
COUN 7966 Advanced Practicum in Counseling Supervision II	1		
COUN 7967 Advanced Practicum in Counseling Supervision III	1		
EITHER COUN 7970 Advanced Seminar in Group Counseling OR	3		
COUN 7990 Prof. & Comm. Collaboration for Counselors & Educators			

EdS Elective Courses (3 hours required)

COUN 6800/7800 Assessment, Diagnosis & Intervention	3		
COUN 6860/7860 Counseling Children & Adolescents			
COUN 6780/7780 School Counseling			
COUN 6700/7700 Marriage and Family Counseling			
COUN 6790/7790 Community Counseling			
COUN 6950/7950 Problems and Issues in the Practice of Counseling			

TOTAL **30**

Form continued and is NOT complete without page 2.

Advisor Checklist: add semester/year for each item

- _____ 1. Admission to Specialist's Program (Official letter of acceptance on file)
- _____ 2. Students must maintain a 3.25 grade point average for all coursework.
- _____ 3. Program of Study (completed after one semester)
- _____ 4. Students must complete a pre/post program self-evaluation rubric.
- _____ 5. Application for Graduation (1-1½ semesters before expected graduation)
- _____ 6. Professional presentation completed
- _____ 7. Manuscript submission (Official letter of consideration on file prior to graduation)

Signatures:

Student _____ Date _____
Advisor _____ Date _____
Dept. Chair _____ Date _____

Please note: Only students who currently hold a level 5 certificate as a school counselor will be eligible for a level 6 certificate upon completion of the EdS degree.

Forms needed for this program of study are available on the Department of Educational Leadership, Counseling and Special Education Web site: <http://www.aug.edu/clinical>

AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION

Department of Educational Leadership, Counseling and Special Education
ADVISING SHEET for EdS with a Major in Counselor Education
(30 semester hours)

MEd from a 48-hour Counselor Education program required for admission.

*The purpose of this form is to help students and their advisors track the student's progress through the program. **It should be used when meeting with a qualified program advisor.***

APPENDIX C

Course Descriptions

Course Descriptions

Educational Foundation Courses (6 hours)

EDUC 7021 Conducting Educational Research (required)

This course prepares students in the application of descriptive and inferential statistics for planning and conducting research in education. Data analysis include: central tendency, variability, distributions, correlations, hypothesis testing, t-tests, linear regression, and chi-square analysis. *Prerequisite(s): Admission to the Ed.S. program and satisfactory completion of EDUC 6021 or equivalent.*

One of three required:

EDUC 7004 Philosophy of Education

The content of this course includes descriptions of the following branches of philosophy: epistemology, metaphysics, ethics, and aesthetics. The focus is on philosophical concepts and questions which have special relevance to education in the 21st century.

Prerequisite(s): Admission to Graduate Program.

EDUC 7005 History of American Education

The course is intended for graduate level students interested in the area of historical foundations of education in the M.Ed. and Ed.S. programs. The intellectual examination of the content is education specific history. *Prerequisite(s): Admission to Graduate Program.*

EDUC 7006 Comparative Education

This course is an in-depth study of representative school systems in the world. Particular attention is given to the role of education in economic development; governance and structure. Additional issues will include race, gender, and ethnicity. *Prerequisite(s): Admission to Graduate Program.*

Counseling Core courses (21 hours)

COUN 7910 Professional Identity and Development in Counseling

This course is designed to build upon basic knowledge of the role, responsibilities, identity, and functions of the professional counselor. It will provide information on the characteristics and practices of expert counselors. Resources will be provided to assist students with initiating personal wellness and professional development plans. Students will write and submit a formal proposal for presentation at a professional counselors meeting. Ideas will be exchanged to help clarify individual positions on a variety of current issues in counseling.

COUN 7930 Advanced Multicultural Awareness for Counselors and Educators

This course is designed to build upon a basic knowledge of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values,

socioeconomic status, and unique characteristics of individuals, couples, families, ethnic groups, and communities. Students will examine the quantification of multicultural views, experiences, identity, and development. Students also will explore how counselors and clients experience crossing cultural boundaries, methods for effecting change related to culture in the counselor's workplace and in the client's world, multicultural strategies for working with clients, and multicultural issues in counselor supervision.

COUN 7940 Advanced Counseling Theory

This course is designed as a didactic and experiential in-depth study of counseling theories including traditional, multicultural, feminist, and developmental perspectives. Formulation and evaluation of the theoretical basis for approaches to counseling include study of historical and contemporary perspectives.

COUN 7960 Counseling Supervision

A comparative study of major approaches to counseling supervision and related research with emphasis on historical foundations of supervision, supervisor traits, and application of concepts and techniques to specific practice settings.

SPED 7024 Technical and Professional Writing (EDUC 7021 prerequisite)

SPED 7024 is an advanced course in grant and technical writing for future education specialists which includes: (a) analysis of the components of educational grants, (b) systematic instruction and practice in grant writing, (c) analysis and examples of successful grants, (d) grant writing methodologies, strategies, and techniques, (e) in-depth analysis and practice in the research process, (f) detailed instruction in APA-format and dissemination of research results, and (g) completion of a grant-writing project.

COUN 7965 Advanced Counseling Practicum in Supervision I (1 credit)

COUN 7966 Advanced Counseling Practicum in Supervision II (1 credit)

COUN 7957 Advanced Counseling Practicum in Supervision III (1 credit)

This course provides practical experience for counseling professionals who will have responsibility directing personal and professional development of counselors, promoting counselor competency, and developing and implementing counseling services and programs.

Students gain practice in the supervisory role over three semesters through their participation as individual and group supervisors as they are monitored by counseling program faculty.

Prerequisite or concurrent course: COUN 7960

Either

COUN 7970 Advanced Seminar in Group Counseling

This course is structured as a supervision seminar and is designed for students who have had introductory coursework in group techniques, at least one counseling practicum, experience as a group member, and preferably, some experience leading groups. It is assumed that students understand fundamental group dynamics, principles, group development theory, and are competent in the skills necessary to lead groups. The goals of this course are to deepen students' understanding of essential group leadership

concepts and skills and to help students achieve advanced levels of theoretical conceptualizations in working with groups

Or

COUN 7990 Professional and Community Collaboration for Counselors and Educators

This experiential and collaborative inter-program course is designed to equip educators with proven skills and tools for initiating and sustaining systemic change to transform schools through promoting, leading, and participating in high performance integrated educational teams. This course will focus on effective interpersonal and organizational communication related to today's pressing issues in American schools. Key areas will include presentation skills, facilitation, team building, and organizational change. The course is intentionally designed to be delivered in three intensive weekends to immerse students in course content and group dynamics

Elective Courses (3 hours)

COUN 6800/7800 Assessment, Diagnosis and Intervention in Counseling

This course is designed to provide students with an opportunity to develop a knowledge base regarding the nomenclature and criteria imperative in the analysis and diagnosis of mental disorders. The student will also have an opportunity to become acquainted with treatment suggestions and crises intervention techniques.

COUN 6860/7860 Counseling Children and Adolescents

This course has been specifically designed for graduate students specializing in the school counseling track and for those students in the community counseling specialty who hold a professional interest in working extensively with children and adolescents in a variety of community practice settings. The course is designed to address both theoretical and practice aspects of counseling children. The course will synthesize concepts from research and practice and will involve students in current methods for helping children and adolescents with specific developmental, social, or behavioral problems. Special issues relative to counseling exceptional children, as well as children attempting to contend with divorce, death, abuse, satanic cults, homelessness, alcoholism, and AIDS will also be addressed. *Prerequisite(s): COUN 6620.*

COUN 6780/7780 School Counseling

The course will provide an introduction to current concepts relative to the school counseling profession. Practical application of concepts within the diverse range of school environments will be covered. Structuring and implementation of a feasible, comprehensive school counseling program will be emphasized. *Prerequisite(s): COUN 6630 and COUN 6660, or permission of the instructor.*

COUN 6700/7700 Marriage and Family Counseling

An introduction to the principles of family systems theory and their applications in family therapy practice. Included are family life cycle development, stages of relationships, premarital assessment, marriage enrichment, intervention strategies, divorce adjustment,

and issues such as co-dependence, single-parent families, and child, spouse, and elderly abuse. Specific techniques for conducting marriage and family therapy will be presented along with considerations of current issues and ethical practices.

COUN 6790/7790 Community Counseling

The practice of community counseling will be discussed as well as the most current issues and practices for community work in the 21st century. Special emphasis will be placed on the practice of diversity, ethics, and the role of the counselor as a change agent and advocate. This course will include planning and implementing productive community counseling programs, providing students with a basic understanding of the role of the community counselor, service offered by community agencies and information regarding the settings in which they are offered. *Prerequisite(s): COUN 6630 and COUN 6660.*

COUN 6950/7950 Problems and Issues in the Practice of Counseling

The course is a variable credit, supervised independent study or seminar in contemporary problems and issues in the field of counseling. Students will receive instructor supervision and expertise, and complete a collaboratively developed research project.

Course may be repeated for credit. *Prerequisite(s): Graduate status and prior approval by the faculty instructor or supervisor.*

APPENDIX D

Faculty Curriculum Vitae

CURRICULUM VITAE

MARY JANE ANDERSON-WILEY

Office

Augusta State University
2500 Walton Way
Augusta, GA 30904-2200
Phone: (706) 667-4497
Email: manders9@aug.edu

Home

524 Henderson Drive
Augusta, GA 30909
Phone: (706) 738-7486

Education

Ph.D., Counselor Education, University of New Orleans, 2002
M.Ed., Counselor Education, University of New Orleans, 1999
M.Ed., Special Education, Southeastern Louisiana University, 1985
B.S., Special/Elementary Education, Bridgewater State College, 1978

Professional Experience

August 2002 – Present

Assistant Professor, Augusta State University, Augusta, Georgia

August 2000 – June 2002

School Counselor, Picayune School District, Picayune, Mississippi

August 1999 – July 2000

School Counselor/Mental Health Counselor, Gulf Coast Mental Health Center, Picayune, Mississippi

October 1996 – July 1999

Program Manager, Supported Living Program, The Arc of Greater New Orleans, New Orleans, Louisiana

September 1995 – September 1996

Community Vocational Instructor, St. Bernard Parish Schools, Chalmette, Louisiana

November 1994 – September 1995

Case Manager, The Arc of Greater New Orleans, New Orleans, Louisiana

September 1991 – June 1994

Adjustment Class Teacher, Wareham High School, Wareham, Massachusetts

February 1990 – October 1990
Parent-Aide Program Coordinator, Young Women's Christian Association, New Orleans,
Louisiana

June 1987 – November 1989
Family Counselor, Pathways Program, Tangiphoah Youth Service Bureau, Hammond,
Louisiana

March 1986 – June 1987
Counselor/Advocate, Southeast Spouse Abuse Program, Hammond, Louisiana

September 1982 – May 1985
Itinerant Resource Room Teacher, K-8, Mater Dolorosa School, Independence, Louisiana
and St. Joseph's School, Ponchatoula, Louisiana

September 1980 – June 1982
Resource Room Teacher, 4-6, Pembroke Elementary School, Pembroke, New Hampshire

September 1978 – June 1980
Resource Room Teacher, 6-8, Colonel Richardson Middle School, Federalsburg,
Maryland

Part-Time Professional Experience

March 1999 – August 1999, October 1996 – March 1998,
Tutor and Behavioral Consultant, Learning Associates, Metairie, Louisiana

November 1994 – September 1996
Counselor in Private Practice, New Orleans, Louisiana

August 1994 – January 1995
Counselor, Louisiana Counseling Services, Metairie, Louisiana

September 1994 – November 1994
Group-Home Counselor, Volunteers of America, New Orleans, Louisiana

June 1991 – August 1991
Special Education Teacher, Bourne Public Schools, Bourne Massachusetts

November 1990 – May 1991
Substitute Teacher, Bourne and Wareham Public Schools, Massachusetts; Cape Cod
Collaborative, Hyannis, Massachusetts

October 1989 – February 1990
Tutor and Behavioral Consultant, Kehoe Learning Services, New Orleans, Louisiana

University Teaching Experiences

Introduction to Counseling
Professional Orientation and Ethics
Communication Skills in Counseling
Theories and Techniques of Counseling
Diversity Sensitivity in Counseling
Assessment, Diagnosis, and Intervention
Administration and Consultation for School Counselors
School Counseling
Counseling Children and Adolescents
Counseling Practicum
Counseling Internship

Publications

Anderson, M. J. (Fall 2006). Try a disability on for size: Sensitizing school personnel to work with students with special needs. *Georgia School Counselors Association Journal*, 31-40.

Anderson, M. J. & Riley, L. (2005). *Augusta State University Counselor Education Program Self-Study-5 volumes (for submission to the Council for the Accreditation of Counseling and Related Educational Programs-CACREP)*. Augusta, GA: Augusta State University.

Anderson, M. J. (2004). *Counselor Education Training Center Student Manual*. Augusta, GA: Augusta State University.

Anderson, M. J. (2003). Developing a teen suicide prevention program. *Journal of School Counseling*, 2 (3). Electronic database at <http://www.jsc.montana.edu/>

Consultations

Consultant. (2005-06). *Implementation of the American School Counselors Association National Model for School Counselors Pilot Group*, Columbia County Schools, Evans, GA

Book Reviewer. (2006). Sage Publications, Thousand Oaks, CA

Book Reviewer. (2004). Wadsworth/Thompson Learning, Belmont, CA

Book Reviewer. (2004). Allyn & Bacon, Needham Heights, MA

Grants

“Sexuality and People with Developmental Disabilities,” Presentation by Dave Hinsburger, Louisiana State Planning Council on Developmental Disabilities Grant, February 25 & 26, 1999, Baton Rouge, Louisiana, \$5,000 Awarded.

“Parenting Classes at Orleans Parish Prison and Odyssey House,” Louisiana Children’s Trust Fund Grant, YWCA, New Orleans, Louisiana, 1990-1993, \$75,000 Awarded.

Honors and Awards

Recipient. "Augusta State University College of Education Faculty Service Award," presented May 10, 2006.

Professional Presentations

International Level

Presenter. “Developing a Suicide Intervention Program in the Schools,” World Congress of the International Association for Educational and Vocational Guidance, September 19, 2001, Paris, France.

Co-Presenter. “Try a Learning Disability on for Size,” Seventh International Association on Learning Disabilities Conference, October 4, 1985, New Orleans, Louisiana.

National Level

Presenter. "Increasing Student Involvement in Professional Organizations," Association for Counselor Education and Supervision Conference, October 22, 2005, Pittsburgh, PA.

Presenter. "Putting the Historical Oppression of Native Americans in Context: An Experiential Activity for Counselors-in-Training," Association for Counselor Education and Supervision Conference, October 21, 2005, Pittsburgh, PA.

Co-Presenter. “Providing Effective Supervision for Counselor Interns Working with Special Education Students,” Association for Counselor Education and Supervision Conference, October 30, 1999, New Orleans, Louisiana.

Regional Level

Co-Presenter. "Making Magic Happen: Implementing the University System of Georgia's

Principles for School Counselors," Southern Association for Counselor Education and Supervision Conference, September 8, 2006, Orlando, FL.

Co-Presenter. "Attaining CACREP Accreditation at a Small Teaching University," Southern Association for Counselor Education and Supervision Conference, September 9, 2006, Orlando, FL.

Presenter. "Increasing Counselor Comfort in Dealing with Sexual Issues," South Carolina Counseling Association's 42nd Annual Convention, February 11, 2006, Myrtle Beach, SC.

Co-Presenter. "Using Films in Multicultural and Diversity Sensitivity Training," 5th Annual Southeastern Conference on Cross-Cultural Issues in Counseling and Education, February 3, 2006, Savannah, GA.

Presenter. "Think It, Do It, Feel It, Be It: Experiential Activities in Multicultural Training", 4th Annual Southeastern Conference on Cross-Cultural Issues in Counseling and Education, February 4, 2005, Savannah, GA.

Co-Presenter. "Using Experiential Activities in Multicultural Training for Counselors," Southern Association for Counselor Education and Supervision Conference, September 10, 2004, Athens Georgia.

Presenter. "What School Counselors Need to Know about Working with Students with Disabilities," South Carolina Counseling Association's 40th Annual Convention, March 5, 2004, Myrtle Beach, SC.

Co-Presenter. "Activities that Promote Cognitive Development in Counselors in Diversity Training," 3rd Annual Southeastern Conference on Cross-Cultural Issues in Counseling and Education, February 6, 2004, Savannah, Georgia.

Co-Presenter. "Expanding on Diversity," Southern Association for Counselor Education and Supervision Conference, September 6, 2003, Chattanooga, Tennessee.

Presenter. "Using I-Messages in Problem Solving," Kentucky School Counselor Association Annual Conference, March 7, 2003, Lexington, Kentucky.

Presenter. "Implementing a Suicide Prevention Program in the Schools," Kentucky School Counselor Association Annual Conference, March 7, 2003, Lexington, Kentucky.

Presenter. "Implementing a Suicide Prevention Program in the Schools," South Carolina Counseling Association Annual Conference, February 27, 2003, Myrtle Beach, South Carolina.

State Level

- Co-Presenter. "Increasing Counselor Comfort with Client Sexual Issues," Poster accepted for presentation at the annual meeting of the Southeastern Psychological Association, March 16, 2006, Atlanta, GA.
- Co-Presenter. "Try a Disability on for Size: Increasing Disability Awareness in School Professionals," Georgia School Counselor's Association Annual Conference, November 8, 2005, Augusta, GA.
- Co-Presenter. "Developing a Suicide Prevention Program in the Schools," Georgia School Counselor's Association Annual Conference, November 8, 2004, Atlanta, GA.
- Co-Presenter. "What School Counselors Need to Know about Working with Students with Disabilities," Louisiana Counseling Association, October 2, 2000, Alexandria, Louisiana.
- Presenter. "People with Disabilities," Louisiana State University, School of Social Work, November 2, 1998, Baton Rouge, Louisiana.
- Co-Presenter. "Contemporary Challenges in Confidentiality," Louisiana Counseling Association Annual Conference, October 5, 1998, Lafayette, Louisiana.
- Co-Presenter. "Positive Behavioral Support Case Review," St. Bernard Parish Public Schools, June 5, 1996, Lafayette, Louisiana.

Local Level

- Invited speaker - *Legal and Ethical Issues of High School Counseling*, The Augusta High School Counselor's Workshop, March 8, 2007, Augusta State University, Augusta, GA
- Invited speaker - *Threat Assessment in the Schools*, October 19, 2007, Richmond County School Counselors In-Service Training, Richmond County Board of Education Office, Augusta, GA
- Presenter. "Effective Teambuilding through Low-Ropes Initiatives and Problem-Solving," Presentation to Dr. Paulette Harris' and Dr. Alice Pollingue's combined EDLR 6500 and SPED 6004 class, September 24, 2007, Augusta State University, Augusta, Georgia.
- Moderator. "Influence, Plagiarism, and Creative Thinking," American Association for University Professors Presentation, February 22, 2006, Augusta State University, Augusta, GA.
- Speaker. "Overview of ASCA National Model for School Counseling Programs," Columbia County School Counselor's Meeting, August 30, 2005, School Department Office, Grovetown, GA.

Speaker. "Current Issues in School Counseling," Columbia County School Counselor's Association Meeting, February 8, 2005, Upper Crust Restaurant, Evans, GA.

Presenter. "Teaching Problem-Solving With I-Messages," Presentation to Dr. Paulette Harris' and Dr. Alice Pollingue's combined EDLR 6500 and SPED 6004 class, August 30, 2004, Augusta State University, Augusta, Georgia.

Presenter. "Teaching Problem-Solving With I-Messages," Presentation to Dr. Alice Pollingue's SPED 6004 class, July 13, 2004, Augusta State University, Augusta, Georgia.

Presenter. "Reporting Child Abuse and Neglect and Teen Suicide Prevention," Presentation to Dr. Peggy Ruth Green's Human Development Class, March 11, 2004, Augusta State University, Augusta, Georgia.

Presenter. "Depression Screening and Suicide Prevention," Aiken Technical College Psychology Classes, October 16, 2003, Aiken, South Carolina.

Workshop Leader. "Art Activities for Recreation and Leisure," Community Mental Health Center of East Central Georgia, October 14, 2003, Augusta, Georgia.

Workshop Co-Leader. "Teambuilding," Community Mental Health Center of East Central Georgia, April 22, 2003, Augusta, Georgia.

Co-Presenter. "Signs of Suicide Prevention Program," Aiken Technical College Psychology Classes, March 25 & 27, 2003, Aiken, South Carolina.

Presenter. "Implementing a Suicide Prevention Program in the Schools," Aiken County School Counselor's Meeting, March 14, 2003, Aiken, South Carolina.

Workshop Leader. "Teen Life Counts: Suicide Prevention Program Overview," Picayune High School, February 17, 2002, Picayune, Mississippi.

Workshop Leader. "Teen Life Counts: Suicide Prevention Program Overview," Picayune Junior High School, January 30, 2002, Picayune, Mississippi.

Workshop Leader. "Teen Life Counts: Suicide Prevention Program Overview for Parents," Picayune Junior High School, January 14, 2002, Picayune, Mississippi.

Workshop Leader. "Teen Life Counts: Suicide Prevention Program Overview," Picayune Alternative School, January 12, 2002, Picayune, Mississippi.

Workshop Leader. "Teen Life Counts: Suicide Prevention Program Overview," Picayune School District Food Service and Custodial Departments, December 8, 2001, Picayune, Mississippi.

Workshop Leader. "Teen Life Counts Suicide Prevention Program Overview," Picayune School District Transportation Department, December 7, 2001, Picayune, Mississippi.

Workshop Co-Leader. "Managers as Motivators," The Arc of Greater New Orleans, August 4, 1999, New Orleans, Louisiana.

Workshop Leader. "Accountability and Documentation Training," The Arc of Greater New Orleans Supported Living Program, May 12, 1999, New Orleans, Louisiana.

Workshop Leader. "Sexuality and People with Disabilities, Part 2," The Arc of Greater New Orleans In-Service, January 25, 1999, New Orleans, Louisiana.

Workshop Leader. "Sexuality and People with Disabilities, Part 1," The Arc of Greater New Orleans In-Service, April 20, 1998, New Orleans, Louisiana.

Workshop Leader. "Non-Violent Crisis Intervention," The Arc of Greater New Orleans In-Service, January 27, 1997, New Orleans, Louisiana.

Workshop Leader. "Self-Esteem and Stress Management," The Arc of Greater New Orleans In-Service, October 18, 1996, New Orleans, Louisiana.

Workshop Co-Leader. "Crisis Management," The Arc of Greater New Orleans In-Service, January 20, 1995, New Orleans, Louisiana.

Workshop Leader. "The Use of Mandalas as an Insightful Tool in Therapy," Pathways In-Service, Tangipahoah Youth Service Bureau, January, 1989, Hammond, Louisiana.

Workshop Leader. "Incest," Pathways In-Service, Tangipahoah Youth Service Bureau, July, 1988, Hammond, Louisiana.

Workshop Leader. "Rape in our Culture," Pathways In-Service, Tangipahoah Youth Service Bureau, October, 1987, Hammond, Louisiana.

Workshop Leader. "Battered Women," Pathways In-Service, Tangipahoah Youth Service Bureau, July, 1987, Hammond, Louisiana.

Speaker. "Domestic Violence," State of Louisiana Department of Transportation, March, 1987, Hammond, Louisiana.

Speaker. "Domestic Violence," WKIG Radio Program with Dr. John Kirschbaum, February 12, 1987, Bogalusa, Louisiana.

Speaker. "Domestic Violence," Hammond Businesswomen's Association, November, 1986, Hammond, Louisiana.

Workshop Leader. "What It Means to have a Disability," Parents Group, Mater Dolorosa

School, October 26, 1982, Independence, Louisiana.

Workshop Leader. "Awareness of the Handicapped," Parent-Teacher Association, Pembroke Elementary School, October, 1981, Pembroke, New Hampshire.

Leadership Positions

Coordinator. Counselor Education Program, Augusta State University, 2004-2008.

Coordinator. Counselor Education Program CACREP (Council for the Accreditation of Counseling and Related Educational Programs) Accreditation Process, Augusta State University, 2004-2008.

Chairperson. Counselor Education Program Advisory Committee, Augusta State University, 2003-2008.

Examiner. Georgia Professional Standards Commission Board of Examiners, 2004-2008.

Chairperson. American Association of University Professors Presentation Committee, 2005-06.

Member. Board of Directors, Kids Restart, 2004-2008.
President, 2006-2008.
Secretary, 2004-2006.

Secretary. Executive Council, South Carolina Counseling Association, 2004-2005.

Graduate Counselor Education Committee Chair. Executive Council, South Carolina Counseling Association, 2003-2006.

Member. Early College High School Design Team, Guidance and Support Services, 2005.

Chairperson. Suicide Intervention and Prevention Committee, Picayune School District, Picayune, Mississippi, May, 2001 – July 2002.

Coordinator. Managers Training Team, The Arc of Greater New Orleans, New Orleans, Louisiana, June, 1998 – January, 1999.

Leader and Trainer. Person-Centered Planning Team, St. Bernard Parish Public Schools, Chalmette, Louisiana and The Arc of Greater New Orleans, New Orleans, Louisiana, November, 1995 – July, 1999.

Supplemental Past Experiences

Volunteer. YWCA Big Sisters, Manchester, New Hampshire
Volunteer. Southeast Spouse Abuse Program, Hammond, Louisiana
Volunteer. Substance Abuse Advisory Council, Hammond, Louisiana
Volunteer. Louisiana State Penitentiary, Angie, Louisiana
Volunteer. St. Tammany Battered Women's Program, Covington, Louisiana
Volunteer Community Coordinator. Loyola University Best Buddies, New Orleans, Louisiana
Secretary/Treasurer. Bournedale Civic Association, Bourne, Massachusetts
Secretary. Finnish-American Society of Cape Cod, Hyannis, Massachusetts
Member. The Arc of the United States
Member. Southern Poverty Law Center
Member. Women's International League for Peace and Freedom

Licenses

Professional Counselor, Georgia #0003918
with Supervisory Privilege

Educator License, Mississippi #170950
Elementary Education (K-8)
Guidance Counselor (K-12)
Vocational Counselor (K-12)
Mild/Moderate Disabilities (K-12)
Emotional Disability (K-12)

Certifications

National Board for Certified Counselors #56659
Basic Mental Health Cultural Competency Certificate from *Undoing Racism: The People's Institute for Survival and Beyond*
Louisiana Type A.054325 Teaching Certificate
Elementary Grades
Mild/Moderate (1-12)
Socially Maladjusted and Emotionally Disturbed
Guidance Counselor
Massachusetts Teaching Certificate
Elementary Education
Special Needs (K-12)

Professional Memberships

American Counseling Association

Association for Counselor Education and Supervision
Association for Multicultural Counseling and Development
American School Counselor Association
Southern Association for Counselor Education and Supervision
Chi Sigma Iota International Counseling Honor Society
Georgia School Counselor Association
South Carolina Counseling Association

Richard G. Deaner, Ph.D.

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Augusta, GA 30909

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ACADEMIC DEGREES

Ph.D., Counselor Education, University of South Carolina, Columbia, SC, 2006

M.Ed., Community Counseling, Lynchburg College, Lynchburg, VA, 1998

B.A., Psychology, University of Virginia, Charlottesville, VA, 1994

CERTIFICATIONS

- National Certified Counselor (NCC)

PROFESSIONAL EXPERIENCE

Assistant Professor, Counselor Education Program, Augusta State University, Augusta, GA (May, 2007-present)

- Instruct courses such as: Communication Skills in Counseling, Practicum, Internship, Lifespan and Human Development, Counseling Children and Adolescents, Community Counseling, and Theories and Techniques in Counseling.
- Coordinate and collaborate with community professionals while participating as Practicum/Internship Coordinator.
- Supervise students enrolled in Practicum and Internship who are actively involved in an agency or school setting.
- Advise students regarding preparation, requirements, enrollment, and job placement.
- Provide service and participate in programs affiliated with Augusta State University, School of Education, Department of Educational Leadership, Counseling, and Special Education, Counselor Education Program, and/or the city of Augusta.
- Engage in research involving areas such as wellness, counselor education preparation, cultural variables, and/or creative expression in counseling.
- Seek membership and participate in professional local, state, regional, national, and/or international organizations related to Counselor Education.

Consultant, African American Professors Program (AAPP), University of South Carolina, Columbia, SC (November, 2006-July, 2007).

- Assist in the development of a manual concerning accountability, efficiency, and future considerations regarding the Benjamin E. Mays Professor endowed chair position and AAPP; Design the Leadership Enrichment, Growth, and Achievement for Community Growth (LEGACY) initiatives; Assist in co-authoring material related to culture, diversity, and education

Graduate Assistant, Counselor Education Program and African American Professors Program (AAPP), University of South Carolina, Columbia, SC (August, 2005-May, 2006)

- Assist in editorial duties; assist in the process of re-submission for CACREP accreditation compliance; consultation for EDCE 823: Advanced Counseling Theory, Instructed by Dr. McFadden; Assist in proposal for Claflin University Intercultural Program Development (August, 2005-December, 2005)
- Assist in editorial duties; Consultation for EDCE 830: Transcultural Counseling, Instructed by Dr. McFadden (January, 2006-May, 2006)

Graduate Instructor, Counselor Education Program, University of South Carolina, Columbia, SC (August, 2004-May, 2005)

- EDCE 600: Communication Skills (August, 2004-December, 2004)
- EDCE 600: Communication Skills (January, 2005-May, 2005)

University Supervisor, Counselor Education Program, University of South Carolina, Columbia, SC (January, 2004-December, 2004)

- Advanced Practicum II: University supervisor for Ed.S. Internship students

Mental Health Counselor, Lexington, SC (January, 2003-May, 2003)

- Advanced Practicum I: Mental health counselor for sexual offenders and criminal offenders at Lexington County Mental Health Services for Families and Children

Day Treatment Therapist, Central Virginia Community Services, Lynchburg, VA (April 1998-June 2000)

- Assist in the development, organization, and launching of a nationally recognized pilot program in selected schools offering services to children at-risk of removal from school

Kindred Homes Therapist, Central Virginia Community Services, Lynchburg, VA (December 1996-April 1998)

- Provide therapeutic services for children placed in therapeutic foster care program

Behavior Specialist, Central Virginia Community Services, Lynchburg, VA (March 1995-December 1996)

- Work with children from the outpatient program and therapeutic foster care program

Mental Health Counselor II, Bridges Treatment Center, Lynchburg, VA (August 1994-March 1995)

- Support and assist children in a secured treatment facility

AWARDS AND HONORS

- Participated in the development of the Day Treatment Pilot Program in Lynchburg, VA that received a national award from the University of Maryland School of Medicine Center for School Mental Health Assistance (CSMHA). The award was presented in September, of 1998, at the national Annual Conference on Advancing School-Based Mental Health in Denver, CO. The program was one of four national programs that demonstrated success and was a showcase program at the convention.

NEWS APPEARANCES

WBJF News appearance (10/05/07) regarding children and the assessment of sexual abuse

PRESENTATIONS

- Deaner, R., Lever, K. & Pechersky, K. (2003). *Early recollections utilized as a facilitative assessment tool*. South Carolina Counselor Association, Fall Conference. Myrtle Beach, SC.
- Deaner, R., & Kelly, B. (May, 2005). *Strength-based Adlerian approaches*. Symposium of Importance of Global Exchange in Counseling and Psychotherapy. Istanbul, Turkey.
- Deaner, R. (September, 2005). *Advanced Adlerian Psychology*. Guest presenter and consultant for instructor, Dr. John McFadden's EDCE 823: Advanced Counseling Theory, Fall Semester, Ph.D. class. University of South Carolina: Columbia, SC.
- McFadden, J., Jencius, M. & Deaner, R. (October, 2005). *Transcultural & Stylistic counseling perspectives for Adlerian professionals*. South Carolina Conference of Adlerian Psychology, Fall Conference. Myrtle Beach, SC.
- Deaner, R., & Pechersky, K. (October, 2005). *Special Focus Theories: Social Learning Theory, Career Decision-Making Theory, and the Labor Market (Sociological and Economic Perspectives)*. Guest presenter for instructor, Dr. John McFadden's EDCE 823: Advanced Counseling Theory, Fall Semester, Ph.D. class. University of South Carolina: Columbia, SC.
- Lemberger, M., Pechersky, K. & Deaner, R. (October, 2005). *Adlerian Supervision: An emergent model for the professional development of counseling professionals*. Association for Counselor Education and Supervision (ACES) National Convention. Pittsburgh, PA.
- Deaner, R. (July, 2006). *Stylistic Model*. Guest presenter and consultant for instructor Dr. John McFadden's EDCE 700: Multicultural Counseling, Summer II, Ed.S. class. University of South Carolina: Columbia, SC.
- Deaner, R. (July, 2006). *Counseling Hispanic Americans*. Guest presenter and consultant for instructor Dr. John McFadden's EDCE 700: Multicultural Counseling, Summer II, Ed.S. class. University of South Carolina: Columbia, SC.

- Deaner, R. (July, 2006). *Transcultural Family Counseling*. Guest presenter and consultant for instructor Dr. John McFadden's EDCE 700: Multicultural Counseling, Summer II, Ed.S. class. University of South Carolina: Columbia, SC.
- Deaner, R. (July, 2006). *Existential Worldview/Counseling Asian Americans*. Guest presenter and consultant for instructor Dr. John McFadden's EDCE 700: Multicultural Counseling, Summer II, Ed.S. class. University of South Carolina: Columbia, SC.
- Pechersky, K., Deaner, R. & Crews, M. (September, 2006). *Overcoming Barriers: Addressing Spirituality within the Supervisory Relationship*. Southern Association for Counselor Education and Supervision (SACES) Convention. Orlando, FL.
- McFadden, J., Jencius, M., Deaner, R. & Pechersky, K. (September, 2006). *Transcultural with Traditional: Old Theories with New Practice*. Southern Association for Counselor Education and Supervision Convention. Orlando, FL.
- McFadden, J. & Deaner, R. (September, 2006). *The Journey of Grief and Loss: Understanding the Life-Task of Spirituality through Poetic Transcultural Analysis*. South Carolina Society of Adlerian Psychology Convention. Myrtle Beach, SC.

PUBLICATIONS

- Deaner, R. G., & Pechersky, K. (2005). Early recollections: Enhancing case conceptualization for practitioners working with couples. *The Family Journal: Counseling and Therapy for Couples and Families*, 13, 311-315.
- McFadden, J., & Deaner, R. G. (2006). Narrative Grief Therapy: Spirituality and Poetic Expression. In J. McFadden (Ed.), *African American Professors Program Monograph Series*. Columbia, SC: University of South Carolina Press.
- Deaner, R. G., Pechersky, K., & McFadden, J. (2007). Ethnicity: Religious Practice and Marriage and Family Counseling Implications. In J. Onedera (Ed.), *Religion and Marriage and Family Counseling*. New York, NY: Taylor and Francis.
- McFadden, J., Deaner, R. G., & Crews, M. (2008). Escaping Spiritual Encapsulation: Awareness, Knowledge, Skills, & the Stylistic Model. In J. McFadden (Ed.), *African American Professors Program Monograph Series*. Columbia, SC: University of South Carolina Press.

PROFESSIONAL AFFILIATIONS

- American Counseling Association (ACA)
- Association of Counselor Education and Supervision (ACES)
- South Carolina Counseling Association (SCCA)
- North American Society of Adlerian Psychology (NASAP)

- South Carolina Society for Adlerian Psychology (SCSAP)

REFERENCES

Marty Jencius, Ph.D.

Associate Professor
Kent State University
ACHVE Dept.
310 White Hall
Kent, OH 44242
(330) 672-0699
mjencius@kent.edu

Joseph C. Rotter, Ph.D.

Distinguished Professor Emeritus
University of South Carolina
714 Woodward Road
Charleston, SC 29407
(843) 852-2717
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John McFadden, Ph.D.

Benjamin Elijah Mays Distinguished Professor Emeritus
African American Professors Program
University of South Carolina
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Paulette Marie Schenck

Curriculum Vitae

EDUCATION

- Doctorate of Philosophy.** *Colorado State University, Fort Collins, Colorado* August 2008
Doctorate of Philosophy: Education and Human Resource Studies
Specialization: Counselor Education Concentration: Human Development & Family Studies
- Master of Education.** *South Dakota State University, Brookings, South Dakota* 1984
Major: Counseling, Guidance & Personnel Services Minor: Educational Administration
- Bachelor of Science.** *South Dakota State University, Brookings, South Dakota* 1978
Major: General Studies

PROFESSIONAL EXPERIENCE

Teaching

- 8/07 – Present **Assistant Professor of Counseling.** *Augusta State University, Department of Educational Leadership, Counseling, and Special Education. Augusta, Georgia.*
- Courses taught:**
- COUN 6720 – Career Development Theories and Practice
 - COUN 6820 – Administration and Consultation
 - COUN 6880 – Counseling Practicum
 - COUN 6900/6920 – Counseling Internship I & II
- Achievements:**
- Applied for and was accepted in the Faculty Development Institute
 - Initiated, developed, and shared with program and department staff evaluation rubrics for writing and oral presentations
 - Initiated, developed, and shared with program and department staff a PowerPoint presentation, handout, and worksheet for American Psychological Association (APA) guidelines for citations
- 8/98–12/00 **Assistant Professor of Counseling.** *University of Alaska Anchorage, School of Education, Master of Education Counseling and Guidance Program, Anchorage, Alaska.*
- Courses taught:**
- COUN 614 – Counseling Diverse Populations
 - COUN 632 – Career Development Counseling
 - COUN 634/636 – Counseling Practicum I and II
 - ED 612 – Community Relations
 - ED 661C – Internship: Counseling

8/01–2/03 **Adjunct Instructor of Counseling.** *Concordia University, Mequon, Wisconsin.* Masters in Education Counseling Program.

Courses Taught:

- COUN 543 – Counseling Theories and Issues
- COUN 598/599 – Counseling Practicum I and II

Achievements:

- Developed School Counselor Practicum Student Handbook
- Developed School Counselor Practicum Supervisor Handbook

8/02–2/03 **Adjunct Assistant Professor.** *Cardinal Stritch University, Milwaukee, Wisconsin.* College of Business undergraduate accelerated adult associate and baccalaureate program.

Courses Taught:

- ASB 107 – Psychology of Human Relations
- ASB 110 – Personal and Professional Development
- MGT 306 – Principles of Self Management

8/91–12/00 **Adjunct Faculty.** *University of Alaska Southeast, Sitka Campus, Sitka, Alaska.* Presented workshops of varying lengths and topics. See Workshop Presentation list.

8/90 – Present **Workshop Presenter.** Refer to Workshop Presentation list.

Guidance and Career Counseling

2/06 – 10/06 **Assistant Director.** *Career Services, University of Northern Colorado, Greeley, Colorado.* Developed, monitored, evaluated, and delivered comprehensive career development services through individual counseling sessions, classroom presentations, and campus-wide workshops and events. Facilitated and supported undergraduate and graduate students and alumni in developing and honing skills for selecting majors, choosing careers, securing professional jobs, and internships, and admission into graduate programs through resume critique, mock interviews, assessment interpretation, internet and other resource identification, and career plan and job search strategy refinement. Developed, coordinated, and taught career planning classes.

Achievement:

- Updated one-credit career exploration course and reconfigured to electronic format

8/98–12/00 **Program Coordinator.** *University of Alaska Anchorage, School of Education, Counseling and Guidance Program, Anchorage, Alaska.* As program coordinator, recruited and admitted students into Master of Education in Counseling and Guidance Program. As student advisor, reviewed transcripts, developed plans of study, and guided students in clarifying vocational choices. As assistant professor, organized and supervised practicum and internship experiences for graduate counseling students.

Achievements:

- Coordinated development and implementation of Counseling and Guidance Program website
- Standardized Counseling and Guidance advising materials
- Taught COUN 632 – Career Development Counseling

8/90–5/98

High School Counselor. *Sitka High School, Sitka, Alaska.* Provided career, academic, and personal counseling in individual, small group, classroom, and large group settings. Developed, delivered, evaluated, and updated comprehensive counseling program. Guided students in career exploration, post-secondary education selection, and short and long-term vocational goals development and attainment. Coordinated, promoted, and assessed for credit the student work experience program. Presented evening programs for parents and community.

Additional assignments:

- Field-tested state Alaska Comprehensive School Counseling Program
- Facilitated school and district strategic planning sessions
- Advised National Honor Society

Additional involvement:

- Statewide trainer for Alaska Comprehensive School Counseling Program
- Member of community-wide four-year Sitka School District Strategic Plan Committee
- Member of Alaska School-to-Work Benchmarks State Task Force
- Member of Alaska Skills for a Healthy Life Curriculum Frameworks State Task Force

Achievements:

- Spearheaded Sitka High School’s successful 10-year Northwest Accreditation review (first school in Alaska to complete new Northwest Accreditation review process)
- Commencement speaker at Sitka High School May 1999 graduation

05/01–08/02

Assistant Registrar. *Cardinal Stritch University, Milwaukee, Wisconsin.* Reviewed and evaluated College of Business undergraduate and graduate admission applications, working directly with students to assist them achieve their vocational goals. Maintained and fostered collaborative working relationship with three regional offices, Institute for Professional Development (recruitment) personnel, and main-campus departments.

Additional assignment: Participated on College of Business Student Services Committee.

7/89–5/90

Career Assessment Technician. *Pueblo Community College, Pueblo, Colorado.* Administered, evaluated, and advised students, vocational rehabilitation referrals, local industries, and general public with various academic, skill, aptitude, personality, pre-employment, and career-interest assessments. Developed and implemented marketing strategies for assessment center.

Achievement: Envisioned, developed, secured funding through grant application, marketed, and presented a six-week workshop series on *Becoming a Master Student*

8/02–2/03

Adjunct Career Counselor. *Career Services Center, Cardinal Stritch University, Milwaukee, Wisconsin.* Advised students and alumni in career and job-seeking skills and evaluated and interpreted personal and career-interest assessments.

8/05-11/05
1/05-05/05

Career Counselor Intern. *Career Center, Colorado State University, Fort Collins, Colorado.* Advised students and alumni in one-on-one and small group settings in increasing self vocational awareness, exploring career and major options, facilitating career decision-

making, gaining career implementation skills, and securing satisfying internships and full-time career positions.

Program Development

- 2/06 – 10/06 **Assistant Director.** *Career Services, University of Northern Colorado, Greeley, Colorado.* Developed, monitored, evaluated, and delivered comprehensive career development services for students and alumni through individual counseling sessions, classroom presentations, and campus-wide workshops and events. Hired, trained, supervised, and evaluated career counseling staff including full-time personnel, graduate assistants, graduate interns, and work study students.
- 8/98–12/00 **Program Coordinator.** *University of Alaska Anchorage, School of Education, Counseling and Guidance Program, Anchorage, Alaska.* Established long-range schedule of course offerings, secured instructors, and developed and implemented program recruitment for Master of Education in Counseling and Guidance Program.
- Achievements:**
- Collaborating with two other UAA programs, initiated development and implementation of two new counseling minor options (Counseling of Adults and Vocational Education Counseling) and the addition of two Counseling and Guidance minor options in Adult Education and the Vocational Education
 - Developed approved elective list for Counseling and Guidance Program (coordinating with five other UAA programs)
 - Participated on School of Education Leadership Committee
 - Served as Special Education Program search committee for faculty position
 - Participated as thesis committee member
- 12/87–8/88 **Program Director.** *Girls Club of Rapid City, South Dakota.* Administered, developed, implemented, and reviewed broad-based after-school program for 800 girls from the ages of five through seventeen. Supervised three full-time and three part-time staff, two work-study students, five summer youth workers, and various volunteers. Developed and implemented a public relations plan including brochures, news articles, public service announcements, public speaking engagements, and television appearances. Secured and managed grant moneys. Coordinated fund-raising projects. Developed and managed annual budget of \$120,000. Presented workshops to parents and community.
- Achievements:** Supervised two national projects in collaboration with Girls Club of America, Inc., including field-testing site for new national curriculum and taping site for nationally distributed promotional video about Girls Club of America, Inc.
- 12/88–2/89 **Interim Program Director.** *Girls Club of Pueblo, Colorado.* Developed, supervised, and presented after-school broad-based programming for children from the ages of five through seventeen. Supervised one full-time and one part-time staff, one work-study student, and various volunteers.
- Achievement:** Initiated substitute staff reference list

Other

- 9/03 – 06/07 **Graduate Assistant.** *Colorado State University, Fort Collins, Colorado.*

As part of doctoral Education and Human Resources Study Program, teaching assistant and guest lecturer in ED 552 – School Counseling Program Delivery and Evaluation and VE 656 – Tests and Assessments.

Additional Involvement:

- Student Presenter, Colorado State University Alumni Association 2005 Best Teacher Award Ceremony, Fort Collins, CO (February 2005)
- Assisted with *True Colors* staff training, Wellington Middle School, Wellington CO (March 2004)
- Assisted with Parent/Student *True Colors* presentation, Colorado State University, Fort Collins, CO (March 2004)
- Assisted with *Real Game* presentation, Colorado School Counselor Association State Conference, Broomfield, CO (April 2004)
- Assisted with *Tips, Tools, and Techniques in Career Development*, Colorado Vocational Rehabilitation Counselors Workshop, Aurora, CO (May 2004)

Workshop Presentations

In addition to courses listed above, presented lectures and workshops of varying lengths on the following topics:

Career and Management Series:

7 Sins of Deadly Meetings
The Art of Exceptional Service: Practical Communication Strategies
Bridging the Communication Gap: Connecting Strengths, Linking Potentials
Building Working Relationships
Business Etiquette and Professionalism
Change is Good, You Go First: Successful Strategies to Deal with Change in our Constantly Transforming Lives
Conducting Effective Meetings
Dealing with Difficult People
Dealing with the Troubled Employee
How to Handle the Difficult Customer
Learning Styles at Work: Impact and Opportunity
Nominal Group Technique
Optimizing Customer Satisfaction: Taming the Cranky Customer
Personality Profile: Implications for Job Search Strategies
Plays Well with Others: Practical Strategies to Deal with Conflict
Recognizing and Preventing Burnout
Sharpening Presentation Skills
Stress Management
Time Management
The Total Quality Workplace
Working with Teams: The Synergistic Approach to Problem Solving

Communication Series:

Business of Listening
Effective Communications Techniques
Effective Telephone Communications
Maintaining Positive Self Image

Life Coaching Series:

Is That All There Is: Making Life Dreams a Reality

Becoming a Master Student Series:

Becoming Noteworthy
Conquering Tests
Creating and Achieving Goals
Family-Work-School: Making It Work
Muscle Reading Techniques
Time Management for Students

PUBLICATIONS

- Schenck, P. (in press). Kuder® Skills Assessment, Kuder® Career Search and Super's Work values Inventory-revised review. In E. Whitfield, R. Feller, & C. Wood (Eds.), *A counselor's guide to career assessment instruments* (5th ed.). Broken Arrow, OK : National Career Development Association.
- Feller, R. W., & Schenck, P. M. (Summer 2006). The entrepreneurial identity: To be or not to be. *Career Planning and Adult Development Journal*, 22(2), p. 38-47.
- Schenck, P. (September-November, 2005). Book review: Mobbing: Emotional abuse in the American workplace. *CCDA Newsletter*, p. 3.
- Schenck, P. (April 2004). Book review: Handbook of career planning for students with special needs, 3rd Edition. *Counseling Today*, 46(10), p. 40.
- Schenck, P. (Fall 2000). President's message. *Alaska School Counselor Association Newsletter*.
- Schenck, P. (Fall 2000). Preconference workshop opportunities at the 13th annual Professional Development Conference. *Alaska School Counselor Association Newsletter*.
- Schenck, P. (Fall 2000). Professional growth opportunities abound at Fall 2000 conference. *Alaska School Counselor Association Newsletter*.
- Schenck, P. (Spring 2000). President's message. *Alaska School Counselor Association Newsletter*.
- Schenck, P. (Fall 1997). President's message. *Alaska School Counselor Association Newsletter*.
- Schenck, P. (Spring 1997). President's message. *Alaska School Counselor Association Newsletter*.
- Schenck, P. (Winter 1996). President's message. *Alaska School Counselor Association Newsletter*.
- Schenck, P. (Spring 1993). Suicide: the counselor's greatest fear. *Alaska School Counselor Association Newsletter*.
- Schenck, P. (Spring 1993). No one is an island: Surviving crisis through support. *Alaska School Counselor Association Newsletter*.
- Schenck, P. (Fall 1993). ASCP: Just a fair weather friend? *Alaska School Counselor Association Newsletter*.
- Schenck, P. (Winter 1994). Counselors: Facilitators of change. *Alaska School Counselor Association Newsletter*.
- Schenck, P. (Winter 1994). Advocate of counseling: John Holst. *Alaska School Counselor Association Newsletter*.
- Schenck, P. (Spring 1995). ASCA: Fulfilling counselor needs. *Alaska School Counselor Association Newsletter*.

Prepared news releases and advertisements, and authored and distributed newsletters for the following organizations:

- South Dakota State University College of Nursing, West River Program (800 distributed statewide three times per year for eight years)
- American Association of University Women, Rapid City Branch (300 distributed citywide nine times per year for two years)
- South Dakota Theater Association (450 distributed statewide on a monthly basis for one year)

PROFESSIONAL ORGANIZATION MEMBERSHIP

American Association of University Women
American Counseling Association
American School Counselor Association
Association for Counselor Education and Supervision
Georgia School Counselor Association
International Association of Coaches
International Coach Federation
National Career Development Association
National Employment Counseling Association
Phi Delta Kappa
South Carolina School Counselor Association
Southern Association for Counselor Education and Supervision

RECENT PROFESSIONAL DEVELOPMENT

Catherine Holmes: Career Development Workshop Series Combining the Myers-Briggs Type Indicator and Strong Assessments, Columbia, SC (January 2008).

Georgia School Counselors Association Fall Conference 2007. Atlanta, GA (November 2007).

Beheruz Sethna: Implications of a Flattening World for American Society and Education. Augusta State University, Augusta, GA (September 2007).

National Career Development Association Global Conference: Integration and Collaboration within a Multicultural World. Seattle, WA (July 2007).

National Career Development Association Global Conference: Honoring Community: Creativity and Collaboration. Chicago, IL (July 2006)

Qualification Training for Strong Interest Inventory. Lake Tahoe, NV (June 2006)

Qualification Training for Myers Briggs Type Indicator. Denver, CO (June 2006)

Mike Ballard & Lisa Severy: Narrative Assessment: The Turning Point Approach. Fort Collins, CO (June 2006)

William Bridges: Transitions: Finding the Path to Self-Renewal. Fort Collins, CO (November 2005).

Rich Feller: Post-Secondary Success. American School Counselor Association, Webinar Seminar (November 2005).

Kathleen Mitchell: Planned Happenstance: How to Turn Curiosity into Opportunity. Colorado Career Development Association, Denver, CO (October 2005).

Russ Hudson: Psychic Structures and the Superego. Enneagram Institute, Boulder, CO (July 2005)

Judith Grutter: Newly Revised 2004 Strong Interest Inventory Application Workshop. Aims Community College, Greeley, CO (May 2005)

Gay Lives, Straight Jobs: Sexual Orientation and Career Decision Making. National Association of Colleges and Employer, NACEWeb Teleconference (February 2005)

Legal Issues: Faculty References and Referrals. National Association of Colleges and Employer, NACEWeb Teleconference (February 2005)

Mark Thurston: The Soul of Career Counseling. Colorado Career Development Association, Boulder, CO (December 2004)

International Career Development Conference, Sacramento, CA (October 2004)

Elizabeth Harney: Foundations for Success (based on the WorkNet Model of Career Development and Job Placement for People with Barriers), Aurora, CO (October 2004)

National Career Development Association National Conference: Celebrating the Spirit in Career Development. San Francisco, CA (June 2004)

Claire Raine: Connecting Generations, Colorado Career Development Association, Aurora, CO (April 2004)

Falling Awake Workshop, San Francisco, CA (April 2004)

Norman Amundson: Active Engagement: Enhancing the Career Counseling Process. Colorado Career Development Association, Fort Collins, CO (November 2003)

American School Counselor Association National Conference, St. Louis. MO (June 2003)

Leadership Development Institute, American School Counselor Association, Glorietta, NM (July 1999 & 1998)

Leadership Development Institute, American School Counselor Association, Boston, MA (July 1995)

PROFESSIONAL & CIVIC INVOLVEMENT

Judge – Senior Project, Evans High School, Evans, GA (March 2008).

Presenter – Augusta High School Counselor’s Workshop, hosted by Augusta State University, Augusta, GA (March 2008). Presentation: *Legal and ethical issues in high school counseling.*

Presenter – Georgia School Counselor Association Fall Conference 2007, Atlanta, GA (November 2007). Presentation: *The ASCA model: Transforming professional school counseling.*

Presenter – Richmond County School Counselor meeting, Augusta, GA (October 2007). Presentation: *The ASCA model: Transforming professional school counseling.*

Presenter – 6th Annual Best Practices in Career Development Conference, Colorado Career Development Association, Longmont, CO (April 2006). Presentation: *Personality profile: Implications for job search strategies.*

Presenter – 5th Annual Best Practices in Career Development Conference, Colorado Career Development Association, Longmont, CO (April 2005). Presentation: *Learning styles at work: Impact and opportunity.*

Presenter – Alaska School Counselor Association and Alaska Association of Career and Technical Association Professional Development Conference, Anchorage, AK (November 2004). Presentations: *Bridging the communication gap: Connecting strengths, linking potentials and Sharpening presentation skills.*

Volunteer – International Career Development Conference, San Francisco, CA (October 2004).

Reviewer – 2005 Annual Convention Program Selection, American Counseling Association (July 2004)

Member – National Career Development Association Task Force on Counselor Educator and Graduate Student Outreach (2004)

- Presenter** – American School Counselor Association National Conference, St. Louis, MO (June 2003).
Presentation: *Leading School Improvement Teams*
- National Candidate for Vice President of Supervisor/Post-Secondary** – American School Counselor Association (2000)
- State President** – Alaska School Counselor Association (1997 and 2000). As president, coordinated three-day annual statewide professional development conferences
- Member** – Alaska School Counselor Association Executive Board of Directors (1993-2000)
- Statewide Trainer** – Alaska Comprehensive School Counseling Program (1993-2000)
- Member** – Alaska Business Education Compact Board of Directors and Advisory Board (1998-2000)
- Member** – Northwest Accreditation review team for Bartlett High School (1999) and McLaughlin High School (2000), Anchorage, Alaska
- Consultant** – Northwest Accreditation review process for Romig Junior High School, Anchorage, Alaska (1999-2000)
- Member** – Alaska School-to-Work Benchmarks State Task Force (1998)
- Member** – Alaska Skills for a Healthy Life Curriculum Frameworks State Task Force (1997)
- Coordinator** – 10th Year Northwest Accreditation Review, Sitka High School, Sitka, Alaska (first school in Alaska to successfully complete new Northwest Accreditation review process) (1997)
- Member** – Admissions Council for Pacific High School (alternative high school) (1992-1998)
- Member** – Community-wide four-year Sitka School District Strategic Plan Committee (1994-1998)
- President** – Board of Directors for Youth Advocates of Sitka, Sitka, Alaska (1993-1997)
- Member** – Sitka Teen Resource Center Board of Directors, Sitka, Alaska (1991-1993)
- Member** – 10th Judicial District Domestic Violence Review Board, Pueblo County, Colorado (1990)

QUALIFICATIONS AND LICENSURES

<i>Strong Interest Inventory</i> Administrator	2006
<i>Myers Briggs Type Indicator</i> Administrator	2006
<i>Professional Special Services-K12 Counselor</i> , Colorado	2004
<i>Professional Special Services-K12 Counselor</i> , South Carolina	2007
<i>Professional Special Services-K12 Counselor</i> , Georgia	Pending

APPENDIX E

Diverse Student Recruitment Plan

Augusta State University
College of Education
Department of Educational Leadership, Counseling, and Special Education
Counselor Education Program

**Diverse Student Recruitment Plan
(updated October 10, 2007)**

IIB(4). Ensure that the number of school counselor graduates reflects the racial/ethnic diversity represented in the school-age population of the institution's service area.

It is the goal of the Counselor Education Program to increase the number of minority candidates by 5% each year, until the numbers fully represent the diversity of the counties in our service area. We plan to meet this goal by:

1. Creating career packet (Introductory letter, Admissions checklist, Program brochure).
2. Making career packet available at the ASU Career Center.
3. Distributing brochures and/or career packets to:
 - a. State employment agency
 - b. Paine College Career Center
 - c. Other college career centers in the Southeast, particularly at schools that do not have a Counselor Education program, that are Historically Black Colleges and Universities, or that have high minority enrollments.
 - d. ASU's Minority Advising Program
4. Solicit assistance from minority graduates or current minority students about places to advertise the CE program.
5. Participate in ASU's Grad Finale each semester to recruit graduate students to the program (Example: Dr. Deaner attended this semester's Grad Finale on October 18, distributed program brochures and admissions information, and spoke with several interested students about the program.)
6. Conducting campus visitations to related undergraduate programs (psychology, sociology, education) at ASU and other universities in our region.
7. Coordinating with the ASU Admissions office to:
 - a. Invite diverse applicants from Ft. Gordon to apply and address those recruits' specific concerns.
 - b. Set up a booth at the Georgia Teachers Association annual conference.
8. Investigating what other schools around the region and country are doing to attract diverse populations.

9. Investigating and implementing online methods and utilizing public relations for program advertisement.
10. Including our commitment to increase diverse candidates in all advertisements. Our revised brochure reflects these efforts in advertising.

APPENDIX F

Department of Educational Leadership, Counseling and Special Education

Diverse Faculty Recruitment Plan

Diverse Faculty Recruitment and Retention Plan

(Approved by Dep't. of ELCSE 2-24-06)

While Augusta State University has a formal Affirmative Action Plan* which outlines the minimal requirements necessary in the hiring of women and minority employees, there is no official campus policy focused specifically on recruiting and retaining women and other minorities as faculty members. Because our department values the diversity of its present faculty members, we chose to take proactive steps to ensure that we remain a vibrant and varied collective. This document outlines our efforts in this regard.

In general, some progress has been made in creating diverse student populations at American colleges and universities, but faculty diversity remains much less varied. The presence of a diverse faculty means that the university is committed to academic excellence and supportive of the department's overarching goal to prepare high quality leaders, educators and counseling professionals. The recruitment and retention of a diverse faculty enriches the student experience by the accessibility of additional role models, mentors, and individuals with diverse perspectives. Ethnic minority faculty may themselves attract greater numbers of students from diverse backgrounds and will enrich the experience of the attending students and entire university community by acquainting them with diverse cultures. The reciprocal nature of this relationship ensures that graduates will have the multicultural experience needed to be effective change agents and advocates in the increasingly diverse workplaces of the 21st century.

It is, therefore, the goal of the Department of Educational Leadership, Counseling, and Special Education to improve efforts in the recruitment, retention and promotion of women and minority faculty, in an attempt to more closely align our department with the demographic population of the community we serve. The following guidelines are offered to facilitate the recruitment of such a diverse tenure-track faculty. For the purpose of these guidelines, racial and ethnic minority faculty include African Americans, American Indian or Alaskan Natives, Asians, Hispanics, and Native Hawaiian or other Pacific Islanders, and they may be either citizens or permanent residents.

A. GENERAL RECOMMENDATIONS

The department should maintain annual data on their efforts to recruit ethnic minority faculty members, share those data on a regular basis, and use such data in measuring successful achievement of their goals. A request to collect data on student and faculty applicants through the College of Education Dean's Office should be made. This data will also be vital in steering and refining future search efforts. Collegial cooperation is an indispensable element in achieving desired results in both recruitment and retention efforts.

*(revised version available from the Personnel Department in March 2006)

In spring 2006, our department consists of the following full-time, tenure track faculty:

Males	2	African-American	3
Females	9	Caucasian-American	8

B. RECRUITMENT RECOMMENDATIONS

Knowing that qualified minority and female applicants cannot be hired unless they are included in the applicant pool, efforts must be made to actively recruit qualified applicants from under-represented groups through recruitment efforts that are race and gender conscious. The dissemination of the ad is an important element of effective recruitment efforts to build diverse applicant pools. Research has shown that hiring diverse faculty is directly linked to the efforts of the search committee to be proactive about building a diverse applicant pool. (“How to Diversify the Faculty,” by Daryl G. Smith. *Academe*, September/October, 2000, Volume 86, No. 5, American Association of University Professors (<http://www.aaup.org/publications/Academe/2000/00so/SO00Smit.htm>). Thus, acting affirmatively in recruitment will require that the search committee do more than simply place ads and wait for candidates to contact the search chair because outstanding candidates may not, initially, apply for advertised positions but may do so after being encouraged and invited to apply by a member of the search committee or a faculty colleague.

Other suggestions for expanding the applicant pool include the following:

1. Utilizing professional and academic organizations

Professional and academic organizations often include subcommittees or caucuses on women and/or minorities that may provide lists of members who may be invited to apply for vacant positions. Organizations also provide opportunities for recruitment through national and/or regional meetings, newsletters, journals and other professional publications, electronic mailing lists, job placement services, and discipline-focused publications through which the position vacancy could be disseminated. Recruitment efforts should include the dissemination of the position vacancy announcement through as many media options as are offered by the discipline-focused academic and professional organizations.

2. Utilizing direct contacts with potential applicants, colleagues, and academic administrators

While outlets presented by professional and academic organizations are important in the pool-building efforts, search committees should not ignore the proven benefits of direct contacts with potential applicants from women and minority-serving institutions. Such contact should focus on encouraging applications and/or soliciting nominations from women and members of minority groups. Both members of the search committee and department colleagues can take an active part in contacting colleagues at other universities to solicit nominations of persons from under-represented groups who might be interested in the vacancy. Recruitment efforts can include the distribution of the position vacancy announcement at academic and professional meetings to persons from under-represented groups. However, be advised that conversations with potential candidates at professional meetings should not be viewed as formal interviews for the position.

3. Utilizing diverse resources

Search chairs should explore the options presented through newspapers and publications with diverse readerships and can take advantage of publications and web sites that specialize in the recruitment of diverse faculty members, such as those listed below. The department chair should ensure that the Dean's office is committed to funding such endeavors as needed. Departmental and college web sites can also be used effectively as recruitment tools; however, efforts should be made to include information about the departments' and colleges' commitment to diversity.

INTERNET RESOURCES

[Minority Job Search](#)

Equal Opportunity Employment

[Minority Graduate](#)

Minority Career Network

National Diversity Newspaper JobBank

Minorities Job Bank

The Black Collegian Online

Job Web

Resource Magazine Job Postings

Career Mosaic

Academic Employment Network

Academic Position Network

MonsterTRAK

Jobhunter

Coalition To Increase Minority Degrees

The Riley Guide

PRINT ADVERTISING

The Affirmative Action Register

[The Chronicle of Higher Education](#)

Journal of Blacks in Higher Education

[Black Issues in Higher Education](#)

[The Hispanic Outlook in Higher Education](#)

Atlanta Daily World

MINORITY RECRUITMENT

GSU's [Creating Opportunities Manual](#) at

<http://www2.gsu.edu/~wwwafa/hiring/Creating.Opportunities.Manual.pdf>

WOMEN

National Association of Women in Construction (NAWIC)

Women's Work in the 19th Century

National Organization for Women (NOW)

Working Women

American Business Women's Association (ABWA)

Black Career Women (BCW)
Association for Women in Science
Advocates for Women in Science, Engineering & Mathematics (AWSEM)
Advancing Women
American Association of University Women
Asian American Women's Alliance (AAWA)
Business Women's Network Interactive (BWNI)
American Medical Women's Association (AMWA)
Society of Women Engineers (SWE)
World Wide Women
Association for Women in Computing
Digital-Women
The Women's Directory for Women's sites
Her Planet Network

LISTSERV

National Workforce Assistance Collaborative

AFRICAN AMERICANS

The Black E.O.E Journal
Minority Affairs
MinorityCareer.com
Diversity Directory
DiversiLink Employment Web Site
DiversityInc.com

NATIVE AMERICANS

Society for Advancement of Chicanos and Native Americans in Science (SACNAS)
Diversity Careers On-line

HISPANIC

Saludos Hispanos
Hispanic Network Magazine

OTHERS

Equal Opportunity Publications, Inc.
EthniCity- A Diversity Search Firm
Corporate Diversity Search, Inc.
National Workforce Assistance Collaborative
HBCU's With Advanced Degree Programs

C. RETENTION RECOMMENDATIONS

The behavior of majority group faculty members can inadvertently subvert success in hiring and retaining ethnic minority faculty members. Such behaviors may include inappropriate comments and interactional clumsiness. Department members may benefit from explicit

attention to understanding the nuances of intercultural communication by participating in workshops designed to highlight these areas and develop suitable interaction skills. Training programs through groups such as the National Coalition Building Institute (NCBI) and the Southern Poverty Law Center are available and have proven helpful for many institutions both large and small.

Contact between junior and senior ethnic minority faculty members should be encouraged. Such mentoring can and should reach across groups to create a genuinely intercultural campus community. It might be helpful for a department member to facilitate the formation of an informal multicultural welcoming and mentoring group to emerge from within the University community as a whole. Formal collaborations related to committee work or scholarly endeavors, as well as informal contact between and among faculty members from various disciplines and cultural groups, could inspire a more positive climate campus-wide.

Voluntary exit interviews, when the situation arises, may provide information relevant to the implementation of this plan. Data from all exit interviews should be carefully examined to identify issues relevant to the retention of ethnic minority tenure-track faculty.

Note: These guidelines are adapted with permission from policies developed at other institutions including Georgia State University and Georgia Southern University.